

**EMPLOYEE TRAINING AND POWER DISTANCE:
A CASE OF EMPLOYEES IN PRIVATE HIGHER
EDUCATION INSTITUTIONS IN KUALA LUMPUR**

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A CASE OF EMPLOYEES IN THE PRIVATE HIGHER EDUCATION
INSTITUTIONS IN KUALA LUMPUR**

A thesis submitted to the Faculty of Business Management in partial fulfillment of the
requirements for the degree Master of Human Resource Management,
Universiti Utara Malaysia

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DECLARATION OF THESIS

I declare that the substance of this project paper has never been submitted for any degree or post graduate programs and qualifications.

I certify that all the supports and assistance received in preparing this project paper and all the sources abstracted have been acknowledge in this stated project paper.

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ABSTRACT

Training is an important function of human resource management. However, prior research about the relation between employee training and power distance mostly focuses on private higher education institutional within Kuala Lumpur, uses a few single case studies or examines only power distance. To address this need, the researcher will provide a theoretical framework which proposes that power distance factors affect training methods and training motivation. Data was gathered through distributed questionnaires answered by 300 respondents from employees in higher education institutional within Kuala Lumpur. Data was analyzed using the Statistical Package for Social Sciences (SPSS v.16) where descriptive analysis was used to analyze the social demographic variable of the respondent; and the Pearson Correlation Analysis was used to analyze the level of significant relationship between training methods with power distance and training motivation with power distance. Implications for practice and future research are discussed.

ABSTRAK

Latihan Kursus merupakan salah satu fungsi penting di dalam pengurusan sumber manusia. Walau bagaimanapun, kajian ini adalah berkaitan tentang hubungan di antara jarak kuasa dan faktor utama latihan, di mana ia tertumpu kepada pekerja di institut pengajian tinggi swasta di sekitar Kuala Lumpur dan juga menggunakan beberapa kajian kes. Bagi memenuhi keperluan kajian ini, satu rangka kerja teori dicadangkan berkenaan faktor jarak kuasa yang mempengaruhi keberkesanan latihan iaitu kaedah latihan dan motivasi latihan. Data kajian akan diperolehi melalui borang kaji selidik yang diisi oleh 300 orang responden terdiri daripada pekerja institut pengajian tinggi swasta di sekitar Kuala Lumpur. Data yang diperolehi telah dianalisa menggunakan Pakej Statistik Sains Sosial (SPSS v.16) di mana, Analisis Diskriptif telah digunakan untuk menganalisis maklumat peribadi responden dan Analisis Korelasi Pearson digunakan untuk analisis tahap hubungan signifikan antara kaedah latihan dan motivasi pekerja terhadap latihan dengan jarak kuasa. Implikasi untuk penyelidikan masa hadapan akan dibincangkan.

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CHAPTER 1

INTRODUCTION

1. Introduction

1.1 Background of the Study

Training in organizations is an organized educational activity that helps employees develop their personal and organizational skills, knowledge, and abilities. It is one of the most important functions of human resource management because it reflects organizations' recognition of the value of human capital investment (Noe, 2005). However, the majority of existing conceptualizations did not fully acknowledge the cultural contexts where training is conducted. According to Cervero and Wilson (1994), most training models can be traced back to Tyler's classic *Basic Principles of Curriculum and Instruction* as early as 1949. Wilson also cited that Tyler (1949) contended that any adequate educational activity must begin by identifying four fundamental questions: (1) what educational purposes or objectives should be attained? (2) what educational experiences can be provided in order to attain these purposes? (3) how can these educational experiences be effectively organized? and, (4) how can the effects of attaining these purposes be determined?

Nowadays these four questions have been transformed into four basic elements or stages of training process: (1) needs assessment, (2) instructional design, (3) training methods, and (4) training evaluation (Swanson, 2009). Although some literature has explored the issue of cultural impact on education or learning to a certain extent (Hofstede, 1986), this article goes beyond them by using a systematic set of cultural dimensions and being more comprehensive and holistic in examining the relationship

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